

The Howard County Public School System

Job Analysis

JOB TITLE: Occupational Therapist, Infant and Toddler Program

DOT/O*NET Code: 076.121-010/29-1122.00

POSITION INFORMATION

Summary of Duties:

The Occupational Therapist, Infant and Toddler Program is responsible for comprehensive evaluation, assessment, consultation, planning and implementation of integrated services to prepare eligible infants/toddlers, age birth to three (3) years, to be successful in an educational setting. Referrals are received from parents/caregivers, pediatricians, and other health providers. The Occupational Therapist provides services in a variety of settings, including home, daycare center, or community during school hours. Each Occupational Therapist is assigned to a designated geographic area, and is responsible for scheduling his or her appointments. The Occupational Therapist administers assessment measures and determines eligibility of infant/toddlers recommended for services. The Occupational Therapist collaborates with members of the interdisciplinary team to develop and implement an Individualized Family Service Plan (IFSP), outlining goals and objectives. This is an 11 month position.

Essential Job Functions:

- Upon receipt of a referral, travel within County on a daily basis to meet with infant/toddler and parent/caregivers to assess, evaluate and provide occupational therapy services
- Prepare an intake report and related forms; if appropriate complete an initial assessment and develop an Individual Family Service Plan (IFSP); copies of the initial report and/or treatment plan may be provided to treating physicians
- Track global development of the infant/toddler and regularly update IFSP based on progress
- Demonstrate strategies and techniques for parents/caregivers to work with infant/toddler between sessions; advise parents/caregivers of other therapies that may be needed
- Accurately record and maintain progress notes
- Consult with other therapists, and conduct visits with other therapists as determined appropriate
- With parental permission, communicate with pediatricians, neurologists, orthopedists, private therapists, and others involved in the care of the infant/toddler
- Suggest identified equipment needs to parents/caregivers, or additional services needed to support the infant/toddler, as appropriate
- Assist and train parents and caregivers to enable the infant/toddler's successful transition to an educational setting, when appropriate; attend meetings and coordinate services with the infant/toddler's respective school

- Attend staff development meetings, Infant and Toddler team meetings, occupational therapy meetings, Office of Early Intervention Services meetings, and any additional meetings, as requested
- Participate in 504 meetings
- Comply with federal, state, and local documentation requirements for documenting infant/toddler's background and progress; update registration for infant/toddler as needed
- May attend appointments with infant/toddler and caregivers with medical and other professionals, as requested
- May identify and schedule interpreters based on the needs of families
- May act as Team Leader, with additional administrative responsibilities
- May supervise or train a Student Intern or Certified Occupational Therapy Assistant (COTA)
- Maintain regular on-time attendance

Machinery, Tools, Equipment, Work Aids Used:

- Cause and effect toys
- Books
- Chewy tubes
- Vibrators
- Strollers/walkers
- Silverware
- Tunnels
- Sliding board
- Pillows
- Blankets
- Laundry baskets
- Pressure/weighted vest
- Cups
- Bottles
- Teethers
- Bins of dry rice
- Therapy ball
- Personal vehicle
- Board Maker software
- PVC piping
- Cards with words and pictures
- Oral motor facilitators
- Flossers
- Non-latex gloves
- Tongue depressors
- iPad
- Pens
- Pencils
- Binders
- Text books
- Laptop computer

- Printer
- Copier
- File cabinets/folders
- Papers
- Calendar
- Personal Vehicle

Products/Materials Handled:

- All items listed above under Machinery, Tools, Equipment, Work Aids Used

EDUCATIONAL/VOCATIONAL PREPARATION

- Master's Degree in Occupational Therapy

REQUIRED CERTIFICATES/LICENSES

- Licensed by the State of Maryland Department of Health and Mental Hygiene
- Blood Borne Pathogen Training
- Sensory Integration and Praxis Tests (SIPT) Certification, preferred
- Certified by the American Occupational Therapy Association, preferred
- Certification from the National Certified Occupational Therapy (registered or licensed), preferred
- Fulfill requirements to maintain certification

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge and skills generally acquired from the completion of the educational requirements of the position
- Knowledge necessary to obtain and maintain required licenses
- Knowledge of federal, state, and local laws, regulations, and procedures related to school health services
- Knowledge of related resources in the community
- Ability to communicate effectively both orally and in writing, to student, parents and staff members
- Strong documentation/record keeping skills
- Ability to identify and develop resources needed to implement special education programs
- Ability to relate well to students, parents, staff, and community-based service providers
- Knowledge of computers and software

JOB SITE ENVIRONMENT

Work Site

- 85% inside
- 15% outside

Temperature Factors

- Exposed to weather conditions when outside

Noise Factors

- Exposed to intermittent noise in the hallways between classes, and from bells and alarm systems
- Exposed to noise in home and community visits
- Exposed to road noise while driving

Vibrations

- N/A

Air Quality Factors

- May be exposed to smoke in home visits

Working Surface

- Carpet
- Tile floors
- Wooden gymnasium floor
- Stairs
- Blacktop and cement surfaces outside
- Natural ground and playground surfaces

PHYSICAL REQUIREMENTS – Occupational Therapist, Infant and Toddler Program

Non-Material Handling:								
	<u>N</u> ot Required		<u>R</u> arely <u>I</u> nfrequently <small><1% <8% <33%</small>			<u>O</u> ccasionally <small><66%</small>	<u>F</u> requently <small>>67%</small>	<u>C</u> onstantly
	N	R	I	O	F	C	<i>Description of Requirements at one time and throughout the shift</i>	
Bend				X			Needed daily, usually for brief periods at a time. Alternatives to bending may include sitting on a stool or floor, squatting and kneeling. Varies by location and caseload.	
Squat				X			Usually partial squatting for brief periods at a time. Alternatives to squatting may include sitting, bending, and kneeling. Varies by location and caseload.	
Kneel			X				Needed usually for brief period when working with some children and training caregiver.	
Crawl	X						Not required.	
Balance					X		Needs above average skills to negotiate outside in the community often carrying equipment on walks, stairways and in building and homes in all weather conditions.	
Reach Above Shoulder			X				May be needed to retrieve and store toys, equipment and supplies.	
Sit				X			Usually for less than a few minutes at a time; often on the floor with children; sustained sitting is usually limited to 15 to 30 minutes at a time but can be several hours for meetings. Also needed to drive between homes and schools.	
Stand				X			Standing for brief periods; is usually combined with walking.	
Walk					X		May be required frequently throughout the day.	
Running	X						Not required.	
Alternate Sit/Stand	X			X			Not required.	
Hand Dexterity						X	Needed with fingering for turning pages, handwriting, keyboarding, use of tools and office or school equipment, and for manipulating small and medium sized objects. Also required when driving a vehicle.	
Hand Controls				X			Needed to operate and adjust equipment and assistance devices, as well as when driving a vehicle.	
Foot Controls				X			Needed to operate a vehicle.	
Stair Climb		X					To navigate stairs to enter/exit home meeting spaces.	
Ladder Climb	X						Not required.	
Driving				X			Travels to various locations throughout the day to meet with children or attend meetings.	

Material Handling:								
	<u>N</u> ot Required		<u>R</u> arely <u>I</u> nfrequently <small><1% <8% <33%</small>			<u>O</u> ccasionally <small><66%</small>	<u>F</u> requently <small>>67%</small>	<u>C</u> onstantly
	<small>Repetitions per day</small>							
	N	R	I	O	F	C	In pounds	
Lift Floor to Knuckle		20	15	10	--	--	Light lifting on occasion to transport materials or transfer weight of child. May use a rolling bag to move items without lifting.	
10 in. to Knuckle		35	20	10	3	2		
Knuckle to Shoulder		20	15	10	3	2	Needed to assist in transfer and operate equipment and to store and retrieve toys, supplies, and equipment.	
Shoulder to Overhead		15	10	--	--	--	May be needed to retrieve, shelve and store supplies and equipment.	
Push		40	30	25	15	--	Needed to open doors and to move/assist children with equipment.	
Pull		40	30	25	10	--	Needed to move equipment/assist children	
Carry		--	20	15	--	--	Needed to carry laptop, equipment; rolling bags or carts may be used.	

JOB ANALYSIS REVIEW

Printed Name

Signature

Title

The Howard County Public School System
Company

Date

JOB ANALYSIS PREPARATION

Nicole M. Crawford, MA, CRC, CEES
Printed Name

Signature

Senior Vocational Case Manager/
Certified Ergonomic Evaluation Specialist
Title

First Rehabilitation Resources, Inc.
Company

Date